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**ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННО-
КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ПРОЕКТНОЙ
ДЕЯТЕЛЬНОСТИ ОБУЧАЮЩИХСЯ ВУЗА**

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Аннотация. Современной тенденцией развития всех ступеней системы образования является информатизация и нацеливание образования на подготовку обучающихся к жизни в условиях информационного общества. Методология обучения, основанная на проектировании, применяется при изучении дисциплины «Проектная деятельность в образовательной среде».

Ключевые слова: метод проектов, проектное обучение, информационно-коммуникационные технологии, информатизация образования.

Modernization of the education system, the introduction into the educational space of such categories as system analysis, information and communication technologies, semiotics, suggest the need for educational technologies that implement project-based learning and form an active, independent position of students. One of these technologies is project activity. Among the innovative methods of teaching at the university, I would like to mention project-based learning, which is one of the most effective methods in educational activities. This method is distinguished by its versatility, which includes cognitive, research, communicative and educational aspects in theoretical and practical activities. The search for a problem and its development requires active creative and analytical activity [1].

The founder of the project method is considered to be the American philosopher-pragmatist, psychologist and educator John Dewey. They proposed new models of the "school of activity", "school of labor". Knowledge and academic subjects were not considered by him as an end but acted as means of developing the student's personality [2].

In pedagogical activity, project methods were used by S. T. Shatsky, V. A. Gerd, B. E. Raikov, K. P. Yagodovsky.

A. S. Makarenko paid attention to the design of personality based on the goals of education, as well as the abilities and inclinations of a particular pupil.

N. G. Alekseev, V. E. Rodionov, L. I. Novikova, V. M. Stepanov also dealt with the issues of pedagogical design.

The contribution of G. L. Ilyin to the development of the design theory should be noted. He notes that in modern conditions, "there is a need for a new paradigm of education, the basis of which is the idea of turning education into a social institution, not only broadcasting and reproducing cultural experience, but also producing new knowledge and new social experience." Education, in his opinion, is the design of a person's life activity, and the sphere of education is an area of social life in which the conditions necessary for such design are created [3].

The project method is currently one of the most effective tools for implementing a competence-based approach to teaching students.

To date, several studies have been conducted that show that the introduction of such an innovative technology into the practice of modern higher education as a project method is capable of providing a high level of professional competence of students being formed. The works of E. H. Balykina, N. A. Brandeva, D. N. Buzun, M. U. Gappoeva, H. A. Zabelina, I. A. Zimnaya, A. V. Samokhvalov, R. K. Simbuletova, M. S. Chvanova, V. V. Chernykh and other authors are devoted to the problem of effective use of the project method in higher professional education. They present various ways of forming professionally significant qualities and characteristics of future specialists [4].

In our opinion, project-based learning is a promising direction in the development of educational technologies, as it meets the requirements of a competence-based approach, forms the necessary professional and general cultural competencies. In addition, the project method motivates students to continue their studies.

The project method is a modern innovative tool that represents a set of techniques and actions of students in a certain sequence to achieve the tasks set.

Means of informatization, as a rule, have a positive impact on the effectiveness of all spheres of society. Having the ability to use such tools in the implementation of project activities, the student becomes more competitive, acquires an additional factor in improving self-learning skills.

As a result of studying by students of pedagogical specialties of the discipline "Project activity in the educational environment", in particular by students of the educational program "6B01101 - Preschool education and upbringing", the project "Teacher's piggy bank" was developed.

The relevance of this project lies in the use of material aimed at the cognitive activity of children, increases the effectiveness of the work of the teacher.

Innovative technologies allow to support the motivation of the child, to interest him in obtaining and consolidating new knowledge. The introduction of information and communication technologies today is a new stage in the educational process. The use of information and communication technologies in combination with traditional methods makes it possible to optimize the educational process and make it more effective.

The purpose of the developed project is to form a positive motivation for the use of a set of professional tools with which you can prepare any lesson, as well as use it in case of unforeseen changes in its development and passage, as well as to increase the level of cognitive activity of preschool children through the use of play activities.

The objectives of this project are:

1. To arouse the interest of teachers in the proposed activity.
2. To improve the system of preschool education, using information and communication technologies.
3. Promote the development of mental processes of preschoolers, such as thinking, attention, memory, imagination.
4. To develop the level of pedagogical skills in a preschool institution.

During the development of this project, a Padlet virtual board was used (<https://app.wizer.me/preview/EIURXZ>).

Padlet is a website that allows you to communicate with other users. This site is also considered a startup in the field of educational technologies. With the help of this site, you can attach recordings, files, videos, photos and links to external resources.

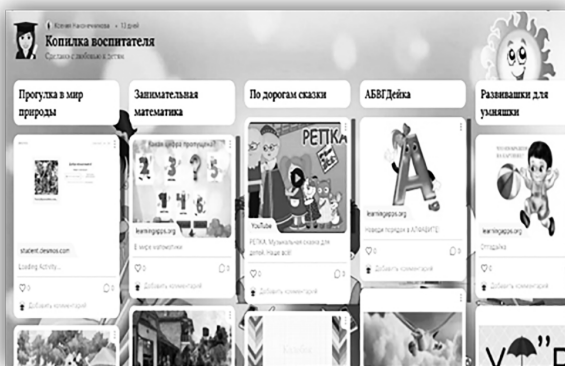




Figure 1. – Title page of the project «Educator's piggy bank» Wizer and

LearningApps services were used to create interactive tasks for the project
 Wizer is a convenient and interesting service that allows you to create interactive worksheets by adding various content (texts, images, videos, embedded presentations, interactive ThingLink posters, Google maps, etc.) and using various types of tasks: from traditional tasks with a choice of an answer and an open answer to tasks for commenting on an image and filling in tables.

LearningApps is a constructor of interactive tasks for the educational process in different modes – "Puzzles", "Find a pair", "Find matches", "Set the sequence", "Quiz with the choice of the correct answer", "Crossword", etc. <https://learningapps.org/>.



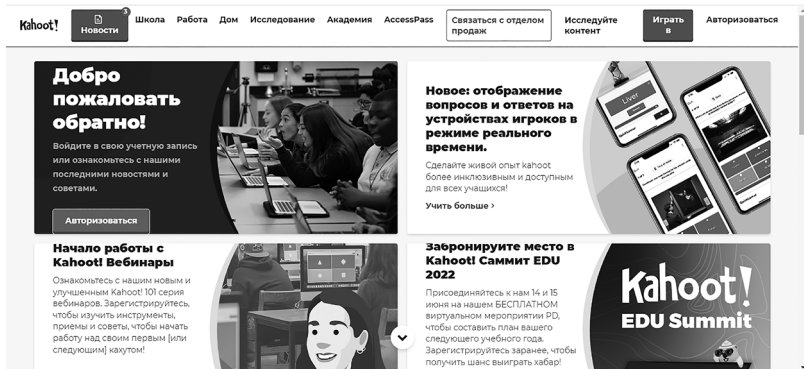


Figure 2. – Interactive tasks created using the Wizer and LearningApps web services

Further, additional platforms for conducting classes and quizzes were used to create a few tasks and test questions.

Kahoot is a service for creating quizzes, tests, and didactic games. Using this service can be a good way to get feedback from students. Creating "kahuts" is very easy and, most importantly, students really like it.

Desmos is a website with the help of which quizzes, tasks of various kinds are created: test tasks, video lessons, matching tasks, and tasks with a choice of several answer options.



Решение примеров вместе с Незнайкой



Вместе с нами Незайка тоже учился складывать и вычитать числа. Он выполнил задания. Нам нужно проверить, правильно ли он все решил. А если Незайка допустит где-нибудь ошибку, то нам нужно обязательно ее исправить.

$48 - 8 = 40$. 48 – это 4 десятка и 8 единиц. Из 4 десятков и 8 единиц мы вычтем 8 единиц. Тогда у нас останется 4 десятка, а это число 40. Незайка правильно справился с этим заданием!

$72 - 70 = 10$. 72 – это 7 десятков и 2 единицы. 70 – это 7 десятков. Если из 7 десятков и 2 единиц вычтем 7 десятков, то останется 2 единицы. Значит, $72 - 70 = 2$. Незайка ошибся!

$20 + 4 = 26$. 20 – это 2 десятка. Если к 2 десяткам прибавить 4 единицы, то должно получиться число, у которого 2 десятка и 4 единицы, то есть число 24. Значит, $20 + 4 = 24$. Незайка опять ошибся!

Незайка должен внимательнее слушать объяснения учителя на уроке!

Figure 3. – Additional platforms for conducting classes and quizzes

Thus, information technologies are an effective means of developing creative abilities, personality formation, enriching the intellectual sphere of students and improving the efficiency of the learning process.

It is important to emphasize that the use of informatization tools during the project not only contributes to the achievement of design goals, but also simultaneously entails the familiarization of students with information technologies, which are usually used in the relevant professional activity. Students with this approach develop the need to use informatization tools to improve the effectiveness of subsequent work in a professional environment.



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**APPLICATION OF INFORMATION AND COMMUNICATION
TECHNOLOGIES IN THE PROJECT ACTIVITIES
OF UNIVERSITY STUDENTS**

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Abstract. The current trend in the development of all levels of the education system is informatization and the targeting of education to prepare students for life in an information society. The methodology of teaching based on design is used in the study of the discipline “Project activity in the educational environment”.

Keywords: project method, project training, information and communication technologies, informatization of education.

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**ПРОБУЖДЕНИЕ ЛЮБВИ К ЧТЕНИЮ
У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА**

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Аннотация. Озадачившись, как научить ребенка читать правильно еще в дошкольном возрасте, родители ищут подходящие методики. Подходы к обучению детей чтению существуют разные. Одни педагоги и психологи придерживаются мнения, что лучше начинать обучение с восприятия звуков. Другие настаивают на использовании букв уже на первых порах. В данной статье изложен эффективный подход с опорой на буквенные обозначения.

Ключевые слова: технология, знакомить, логика, позвенеть, задействованию, зрительного восприятия, связаны звуки.